



ACTT
The Accreditation Council
of Trinidad and Tobago

Established by Chapter 39:06

Quality is the Key

ACTT CELEBRATES

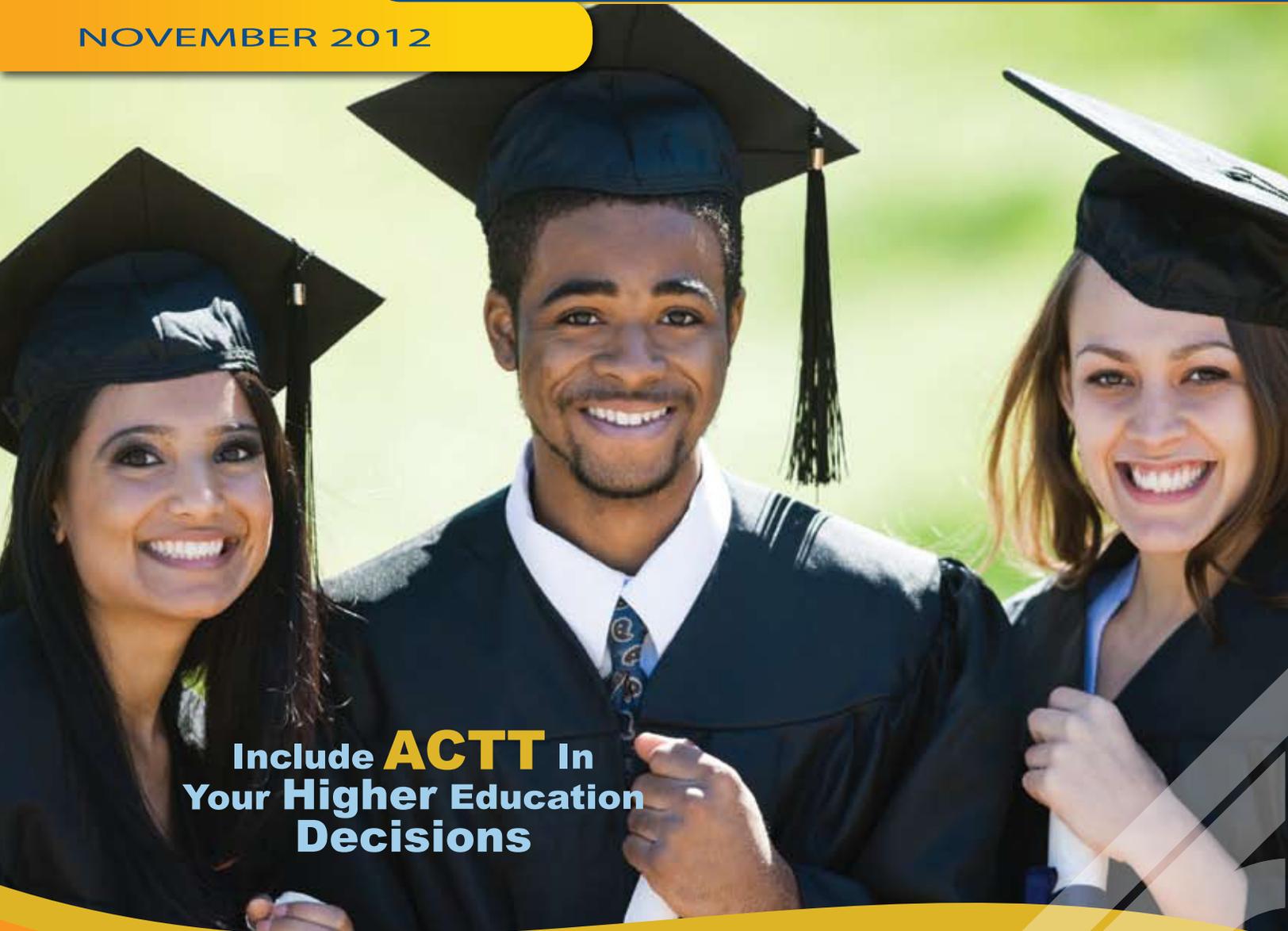
QUALITY ASSURANCE 2012

The Ministry of Tertiary Education
and Skills Training

TEST

Committed to Quality in Higher Education: Overcoming Challenges in a Globalised Environment

NOVEMBER 2012



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ACTT's Services: Conferment of institutional titles • Registration of higher education institutions • Accreditation of higher education institutions • Recognition of foreign programmes and awards • Programme approval • Equivalence assessment

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Quality Assurance Month Schedule of Activities

NOVEMBER 2012



The Accreditation Council
 of Trinidad and Tobago

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- | | |
|---------------------|---|
| Wednesday 7 | Institutional Workshop: Team Chair Workshop UTT Chaguanas • 8:00 a.m. |
| Wednesday 14 | Panel Discussion: 'Funding Higher Education - A Development Imperative' Yara Auditorium, Arthur Lok Jack Graduate School of Business, Max Richards Drive, Uriah Butler Highway, North West, Mt. Hope • 5:30 p.m. |
| Friday 16 | Panel Discussion: 'Funding Higher Education - A Development Imperative' The Division of Infrastructure and Public Utilities Building, Old Farm Road, Shaw Park, Tobago • 10:00 a.m. |
| Wednesday 21 | Panel Discussion: 'Promoting a Knowledge Economy: A Quality Imperative' Naparima College, San Fernando • 5:00 p.m. |
| Friday 23 | International Credential and CV Fraud Workshop (UK NARIC) Capital Plaza, Port of Spain • 8:00 a.m. |
| Tuesday 27 | Institutional Workshop: 'Governance and Administration' UTT O'Meara, Arima • 8:00 a.m.
Institutional Workshop: 'Financial Management' UTT O'Meara, Arima • 1:00 p.m. |
| Friday 30 | Excellence in Higher Education Awards Ceremony |

Greetings from Senator the Honourable Fazal Karim Minister of Tertiary Education and Skills Training

2012 has been a memorable year for our beloved nation and our Ministry. This year has brought us to our 50th year of independence as a nation and we celebrated our Golden Jubilee with great pride. It is against that backdrop that we acknowledge all who have contributed to the development of our nation, paid tribute to our heroes and saluted our leaders and institutions for their contribution to the enrichment of our national heritage.

As you are aware, in the spirit of progress for 2012, The Ministry of Science, Technology and Tertiary Education (MSTTE) was strategically realigned and re-shaped to what is now the Ministry of Tertiary Education and Skills Training (TEST), allowing greater focus on both the Technical and Vocational Education and Training (DEFAT) and academic infrastructure. This improvement enables the Ministry to improve on its goals and objectives of ensuring that all tertiary education institutions and providers supply suitably trained and prepared candidates for the nation's workforce.

2012 ushered in memorable and landmark achievements for the Accreditation Council of Trinidad and Tobago (ACTT). On March 23, 2012 Institutional Accreditation was conferred on the Arthur Lok Jack Graduate School of Business (ALJGSB), solidifying its reputation as the premier business school within the Caribbean. The University of the Southern Caribbean (USC) was also conferred Institutional Accreditation on May 21, 2012, making it the first faith-based institution to become accredited. Additionally, ACTT expanded its accessibility through the opening of its South Outreach Office, which now provides critical services to institutions and students, benefitting residents in

South Trinidad. Another landmark achievement was the re-commissioning of the ACTT Tobago Office at the Tobago Technology Centre on June 1, 2012, and the launch of the Tobago Student Caravan that reaches out to rural communities throughout Tobago. ACTT also launched a Digital Map of Registered and Accredited Post Secondary and Tertiary Level Institutions, providing virtual access to information on recognised post secondary and tertiary education institutions to all of our citizens.

As part of its well-defined and rigorous quality assurance framework, ACTT hosts its Quality Assurance Month every year, as an avenue for promoting activities specifically designed to sensitise and educate tertiary level stakeholders and members of the public on the importance of quality in higher education. I take this opportunity to urge all of our stakeholders and citizens to participate in the scheduled panel discussions, workshops and other events. These initiatives have been designed to support a continuous culture of quality assurance in higher education throughout Trinidad and Tobago, and to set an international benchmark for quality assurance.

The existing plans to establish a National Qualifications and Credit Framework (NQCF) by ACTT will support this strategy as we seek to establish a seamless and coherent education system, serving the interests of our people – from 'nursery to tertiary'. In this regard, the People's Partnership Government remains resolute to supporting basic education and human capital development, through a quality education system that is inclusive, flexible, accessible and equitable. As we embark on this year's Quality Assurance Month, I would like to express my



Senator the Honourable Fazal Karim
Minister of Tertiary Education and Skills Training

sincere appreciation to the Board of Directors, management and staff of ACTT as we seek to further stimulate the knowledge economy by engendering global competitiveness in higher education. ACTT will continue to ensure that our institutions produce world-class graduates equipped to contribute to the social and economic advancement of Trinidad and Tobago, ensuring valuable returns on investment on behalf of our taxpayers. I thank the Chairman, Dr Michael Dowlath, Executive Director, Michael Bradshaw, Board of Directors, managers and staff for their steadfast commitment to raising quality in our higher education sector.

The Ministry of Tertiary Education and Skills Training

TEST

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COSTAATT: College of Science, Technology & Applied Arts of Trinidad & Tobago.

HYPE

TMIC

UTT: THE UNIVERSITY OF TRINIDAD AND TOBAGO

UWI

TTHTI: The Trinidad & Tobago Hospitality & Tourism Institute

YTEPP: NATIONAL ENERGY SKILLS CENTER

Chairman's Message

I am pleased to congratulate the Accreditation Council of Trinidad and Tobago (ACTT) as it hosts its 5th Annual Quality Assurance Month, themed 'Committed to Quality in Higher Education: Overcoming Challenges in a Globalised Environment'. ACTT continues to work assiduously to assure the quality and integrity of higher education in the nation, and plays a critical role in developing a highly skilled, competent and relevant national workforce.

ACTT is the gatekeeper of the higher education sector in Trinidad and Tobago. Since its establishment in 2005, ACTT has quality assured eighty one (81) post secondary and higher education institutions through registration and accreditation. In 2012, ACTT recognised three hundred and seventy nine (379) transnational programmes offered by registered institutions in Trinidad and Tobago and eighteen (18) foreign awarding bodies/institutions. Within the context of continuous improvement, higher education institutions are charged with the responsibility of delivering programmes of high quality that provide value to all stakeholders. There is an expectation that these institutions would immerse their students in a dynamic learning environment that would be student centered. Further, greater diversity of teaching strategies would be used by a professional teaching staff to ensure all students achieve their goals. Graduates of these programmes anticipate meaningful engagement in the world of work, are anxious to apply their knowledge and skills and hopeful for an improved quality of life. Even though these institutions have these responsibilities, several challenges have emerged.

One significant issue is the extent to which graduates of local higher education institutions are able to secure appropriate employment. It is imperative therefore, that the selection of programmes for delivery and guidance of students must be aligned with prevailing trends in the local labour market. This requires institutions to provide ample systems to counsel students in the selection of careers while ensuring that such actions are informed by current research on labour market needs.

Greater levels of research must also take place within higher education institutions to address the paucity of data produced from local and regional research activities. This research will build the indigenous knowledge base and contribute to national development and the knowledge economy. Collaboration amongst institutions on research projects and emphasis on the exploration and development of indigenous resources whilst harnessing the inherent creativity of our people, will ignite growth and propel the sector forward. It will also support increased entrepreneurial activity which has proven to be a key element of economic expansion internationally. Hence, the promotion of increased levels of research within local higher education institutions is an important area for action in this context.

In our globalised environment, there is a tendency to look outwards and devalue local culture and structures. This in turn contributes to emigration and the loss of valuable human resources to foreign countries. Another important challenge the higher education sector must address, is the need to produce highly educated citizens who are interested in making a contribution to the nation. Graduates who display the level of patriotism would be motivated to find employment in the private or public sectors and serve Trinidad and Tobago. The Government of Trinidad and Tobago currently makes a significant investment in higher education, and citizens who have benefitted from this must be prepared to also make an investment in the development of our country.

CONTINUED ON PAGE 5



Dr Michael Dowlath
Chairman, ACTT



ACTT's BOARD OF DIRECTORS:

Front Row (l-r)

Lennon Ballah-Lashley - Board Member
Michael Bradshaw - Executive Director
Dr Michael Dowlath - Chairman
Azim Ali - Deputy Chairman
Jane Murray - Corporate Secretary/Legal Officer

Back Row - Board Members (l-r)

Dr Bheshem Ramlal
Mervyn Extavour
Veena Badrie-Maharaj
Dr Joycelyn Rampersad
Rodney Amar
Hatim Gardner



Chairman's Message - Quality Assurance Month 2012

CONTINUED FROM PAGE 4

At ACTT we are doing our part to assist institutions in addressing some of these issues. In order to receive approval for the introduction of new local programmes, all institutions are required to conduct labour market research to justify the demand for persons with qualifications in the specified area. ACTT also supports research within higher education institutions through its accreditation process. To achieve accreditation status, institutions must first offer indigenous programmes as well as demonstrate their commitment to conducting research and supporting faculty in such initiatives. ACTT has accredited five (5) institutions with the most recent being the Arthur Lok Jack Graduate School of Business (ALJGSB) and the University of the Southern Caribbean (USC). Additionally, ACTT through its Statement on Recognition service provides students with reliable information on the recognition and accreditation status of the institution and programme of choice, whether local, regional or international.

To ensure that all citizens can easily access our services, ACTT in 2012, opened its South Outreach Office, re-commissioned its Tobago Office and launched ACTT's Tobago Student Caravan, with the intention of making ACTT a household name. While we encourage institutions to counsel students in preparation for higher

education and the selection of programmes and careers, ACTT has been actively involved in providing guidance to the general public and specifically to students through participation in a wide array of career days, fairs and student fora. Thus far, in 2012 ACTT has participated in twenty-six (26) career fairs/open days hosted by secondary schools, higher education institutions, shopping malls and other agencies. In recognition of the growing use of information and communication technology (ICT) amongst the student population and the need to source information on local registered institutions from one central location, ACTT also launched its 'Digital Map of Registered and Accredited Higher Education Institutions in Trinidad and Tobago' utilising Google Earth. Students are now able to access direct links to the location and websites of institutions of interest to them by accessing Google Maps from ACTT's website.

In September 2012, we embarked on a Study Tour of selected quality assurance agencies in higher education in the United States to acquire information which will inform the development of a National Qualifications and Credit Framework (NQCF). These agencies included the Council for Higher Education Accreditation (CHEA), the American Council on Education (ACE), the North Central Association Higher Learning Commission (NCA-HLC), and the Council for Adult and Experiential Learning (CAEL). The Study Tour was a learning experience and an important benchmarking exercise in the development of a local framework which seeks to facilitate the development of a seamless

education and training system in Trinidad and Tobago. There are even more plans for the coming year and ACTT is working towards establishing a cooperative relationship with these agencies guided by a Memorandum of Cooperation (MoC). In addition, ACTT proposes to enter into Memoranda of Agreements (MoAs) with professional bodies in Trinidad and Tobago and with foreign awarding bodies such as the United Kingdom National Recognition and Information Centre (UK NARIC).

ACTT's achievements in 2012 could not have been accomplished without the invaluable support of Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training (MTEST), the Permanent Secretary, Jaggernauth Soom, former Deputy Permanent Secretary, Angela Sinaswee-Gervais and my fellow Board members. They have demonstrated their commitment to ACTT's vision and excellence in all activities undertaken. I thank Mr Michael Bradshaw, Executive Director and the Executive Leadership Team, along with all members of staff for their dedication to the work of ACTT.

I invite everyone to participate in ACTT's activities during Quality Assurance Month, which promise to be enlightening and rewarding. During Quality Assurance Month even more initiatives will be taken to sensitise the public to the importance of quality in higher education, facilitate cross fertilisation of ideas among key stakeholders and encourage institutions to develop programmes and practices that meet international standards and are relevant to our society.

Conversation with Dr Joycelyn Rampersad, Winner of the Public Service Medal of Merit (Gold) 2012

Dr Joycelyn Rampersad received a Public Service Medal of Merit (Gold) in recognition of her service and contribution to education in Trinidad and Tobago. Dr. Rampersad has been an educator for more than forty (40) years. She served as teacher and administrator at both secondary and tertiary levels. She is a board member on the Board of Directors at the Accreditation Council of Trinidad and Tobago and a lecturer in Science Education, and Health and Family Life Education (HFLE) at the School of Education, Faculty of Humanities and Education, The University of the West Indies, St Augustine. At present, Dr Rampersad coordinates the new Pre-service Postgraduate Diploma in Education programme. Following is an excerpt of an interview Dr Joycelyn Rampersad had with Michael Bradshaw, Executive Director ACTT.



Dr Joycelyn Rampersad is interviewed by Michael Bradshaw, Executive Director, ACTT and Karel Stephen, Corporate Communications Specialist, ACTT.

Michael Bradshaw (MB): *Dr Rampersad why did you choose the field of education as your career path?*

Dr Joycelyn Rampersad (JR): It was not my initial intention to become a teacher but circumstances led me along this path. This was not a regrettable decision as I developed a passion for teaching. Another important factor is that I had great mentors who taught me so much along the way. This contributed to my professional and personal growth as an educator.

MB: *What would you describe as your greatest achievement thus far in the education field?*

JR: My greatest achievement thus far is being a recipient of a national medal, the Public Service Medal of Merit - Gold 2012, for my contributions to education. Gaining my Ph.D was another immense achievement. This happened late in my life and was a significant milestone as I was almost 60. I also feel a sense of accomplishment when my former students thank me for changing their lives. When I entered Queen's Hall to receive my medal from the President, I was pleased to be seated near one of my former students who was also a recipient of a National Award. I was proud of his achievement and later that evening he expressed his gratitude to me for the invaluable contributions I had made in his life.

MB: *Do you have any suggestions for persons wishing to pursue a career in education?*

JR: Anyone who chooses education as a career must be committed to teaching. As a career, teaching must not be a second or third option; it must also be a passion. Pursuing a career in education is an opportunity to contribute to the development of young minds and the development of the education system by extension. Through my career in education, I have come to appreciate that being a teacher means being a true life long learner.

From the Desk of the Executive Director

The Accreditation Council of Trinidad and Tobago (ACTT) is hosting its 5th Annual Quality Assurance Month. What began as one week dedicated to increasing awareness of the importance of quality assurance in higher education has evolved into a full month of activities. As the national authority for quality assurance of post secondary and tertiary education, ACTT is committed to promoting quality in higher education and building capacity within institutions to treat with global issues relevant to the national context. Our theme this year is ***“Committed to Quality in Higher Education: Overcoming Challenges in a Globalised Environment”***, which is expected to sensitise our stakeholders about some of the challenges confronting the higher education sector in Trinidad and Tobago today.

Globalisation has been accompanied by a significant expansion in higher education. There has also been a rising incidence of fraudulent practices as persons race to accumulate their higher education certification. Such forces encourage the proliferation of diploma and accreditation mills, as well as, credential fraud, prompting governments and legitimate institutions to establish robust quality management systems. Further, a number of challenges emanate from delivery of programmes using Information and Communications Technology (ICT) and difficulties in establishing comparability of educational qualifications internationally.

Quality assurance in education has gained ever increasing importance globally and has been placed at the top of the policy agenda in many countries. UNESCO has confirmed this in its 2009 report, *“Trends in Global Higher Education: Tracking an Academic Revolution”*, which stated that, in several countries, quality assurance mechanisms for higher education have been established. However, despite the implementation of quality assurance mechanisms and quality improvement systems many challenges and issues remain. The use of ICT in the delivery of higher education programmes has given rise to at least two areas of concern. The digital divide is a widely debated phenomenon that refers to differential access to education as a result of the growing prominence of ICTs. Many countries worldwide are still struggling to ensure compara-

ble access to the ICT necessary to transport online and distance education to rural areas. However, those countries that have access to ICT, experience an increased consumption of distance and online education as a direct result. This rapid expansion has given rise to the second issue, the need to develop appropriate systems for quality assuring and monitoring online programmes.

Governments and quality assurance agencies are responding to increasing programme mobility and the challenges associated by developing systems and standards to determine comparability of qualifications. The issue of recognition of transnational tertiary level programmes has gained prominence over the past decade as a result of globalisation of higher education. ACTT is in the process of developing a National Qualifications and Credit Framework (NQCF), which will facilitate the classification and rationalisation of qualifications and allow for a greater understanding of this country’s education system.

These are some of the key issues on which the activities of our Quality Assurance Month (QAM) will focus. These activities include panel discussions, workshops on detecting fraudulent qualifica-



Michael Bradshaw
Executive Director, ACTT

tions and public information sessions that will ventilate other important issues in higher education. I take this opportunity to acknowledge the contributions of the members of ACTT’s Board of Directors, Executive Leadership Team and staff. I invite you to attend this month’s events and look forward to your participation and engagement in our upcoming events.



ACTT’s Executive Leadership Team (ELT)

Back row (l-r): Curtis Floyd - Director, Accreditation and Quality Enhancement, Michael Bradshaw - Executive Director and Dr Ronald Brunton - Director, Qualifications and Recognition

Front row (l-r): Karel Stephen - Corporate Communications Specialist, Jane Murray - Corporate Secretary/ Legal Officer and Jennifer Doyle - Manager, Registration

Missing from picture: Emily Pascal - Director, Finance and Administration



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Quality in Higher Education: The Use of Observers as an Accountability Measure

by Sherma Joseph, Accreditation Officer, ACTT

The process of determining and maintaining quality is not a new concept. Quality education is an integral element of national development. The advent of quality assurance applied to higher education has encouraged this focus, as seen with initiatives from the International Network of Quality Assurance Agencies in Higher Education (INQAAHE); North Central Association (NCA); Higher Learning Commission (HLC), in the United States of America; and regional affiliates such as Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP); Barbados Accreditation Council (BAC) and locally the Accreditation Council of Trinidad and Tobago (ACTT).

The conception of quality education demands the use of internal and external mechanisms for ensuring institutional development. While accreditation and assessment can satisfy the former, it is accountability which offers possibilities as an external mechanism. Accountability has been defined as a focus on conditions

that ensure that an institution is responsible for the achievement of its goals. It is seen as a necessary connection between higher education and society. A focus on accountability implies a relationship to the process in which the society becomes involved in quality assurance.

This underlying accountability mandate is in itself a challenge for higher education institutions. Trends in institutional development and improvement with a focus on quality education have seen the rise of accreditation bodies that cater to different regions and countries. These bodies have developed processes and procedures that are based on internationally benchmarked criteria and standards that allow for local cultural traditions and evolve as part of the cycle of institutional improvement.

One way in which higher education quality assurance organisations satisfy this mandate is by ascribing observer status to organisations and individuals for registration and accreditation exercises. The Accreditation Board for Engineering and Technology (ABET), based in the United

States, has instituted four levels of observer status that are dependent upon an individual's association with the ABET. Regionally, CAAM-HP allows for the granting of two types of observer status based on affiliation within and outside of the CARICOM region. Both organisations have developed policies and guidelines that govern the process of granting observer status.

The strength of the benefits derived from such collaborations is contingent upon the similarities of the quality systems as well as the ability of the host accreditation body and observer to translate the underlying cultural assertions that informed the quality framework. Additionally, the procedures related to confidentiality and disclosure vary between bodies. Therefore, there is the challenge of involving observers while still maintaining confidentiality and transparency.

In the final analysis, observers have been used as an external mechanism of quality higher education. However, both accreditation bodies and observers must be ever mindful of the challenges of this accountability mandate.



NATIONAL ENERGY SKILLS CENTER

The National Energy Skills Center (NESC) is a training provider under the purview of the Ministry of Tertiary Education and Skills Training (TEST) with over fifteen (15) years experience. The NESC has trained over 12,000 men and women in a variety of trades ultimately leading to sustainable employment across all segments of the nation's economy. In addition to delivering training to the public at its skills and technology centres throughout Trinidad and Tobago, the NESC also conducts customized training to both local and international clients. The NESC's client listing locally, includes organizations primarily in the energy and manufacturing sectors. Internationally, the NESC has pioneered the training of Nigerian Nationals in a variety of skill areas and is engaged in negotiations and discussions with other entities from the African Continent.

In 2011, the NESC became one of the few TVET providers to have attained ISO 9001:2008 Certification. The NESC takes pride in this distinction and strives to ensure that these standards of excellence in service delivery are maintained.

The NESC continues to work toward fulfilling its mandate of 'developing our nation skill by skill' even as it expands into the global market.

The Ministry of Tertiary Education and Skills Training

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NESC APPRENTICESHIP AND CRAFTSMAN TRAINING

APPRENTICESHIP TRAINING

- Automotive Services Technician
- Heavy Equipment Maintenance
- Instrumentation
- Industrial Mechanical Maintenance

WELDING

- Flux Core Arc Welding (FCAW)
- Gas Tungsten Arc Welding (GTAW)
- Shielded Metal Arc Welding (SMAW)
- Pipe Fitting & Fabrication

HEAVY EQUIPMENT OPERATIONS

- Crane Operations
- Backhoe Operations
- Excavator Operations
- Track Tractor Operations
- Forklift Operations

DRILLING TRADES

- Tool Pusher, Driller and Assistant Driller
- Derrick man
- Rig Electrician and Rig Mechanic
- Roughneck
- Roustabout

CONSTRUCTION CRAFT

- Plumbing
- Carpentry
- Masonry
- Tile laying
- Gypsum Application

OTHER COURSES

- Air Conditioning & Refrigeration
- Industrial Electrical Installation
- Facilities Maintenance
- Machine Shop Craft
- Sound Recording and Music Production

INFORMATION COMMUNICATION TECHNOLOGY (ICT) TRAINING

- Internet studies
- Introduction to Computers
- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Microsoft Access

CERTIFICATION

*Apprenticeship and Industry Training Board of Alberta (AIT)
 *Caribbean Vocational Qualification (CVQ) *National Energy Skills Certification (NESC)




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Risky Business

by Brenda Lee Tang FCCA, Head of ACCA Caribbean

The global attitude towards risk management has changed irrevocably in the last three years. Yet, despite the increasingly stringent regulatory controls and development of sophisticated financial modelling, at the end of the day, risk management must address the human factor. People ultimately make decisions based on the best available information, but more crucial is how that information is delivered, who it is delivered to, and whether and how it is acted upon which ultimately defines how well risk is managed.

The Association of Chartered Certified Accountants (ACCA) recently compiled a study, 'Rules for Risk Management: Culture, Behaviour and the Role of Accountants', which is revealing in the attitude of its members because it shows what actually happens within organisations where advice is given by risk assessment professionals, how ethics come into play – or flies out the window - and what risk management should, and shouldn't look like, in practice.

The study canvassed over 2,000 ACCA members from 109 countries. Respondents included CFOs, finance directors, financial controllers and financial accountants from all types and sizes of organisation.

Some of the study's key findings are that, while a lot is being done already, accountants feel they can do a lot more to improve ethical behaviour, to identify or drive a superior decision-making culture, to instil a more integrated approach to risk management within the organisations they work and to control and minimise dysfunctional behaviour among key decision-makers.

The results revealed overwhelming support for a series of six decision-making practices and behaviours which should form the basis for achieving best practice in risk management; these are: questioning proposals regardless of the seniority of those that developed them; recognising uncertainties, and measuring and managing them; making unbiased decisions irrespective of personal interests; acting ethically and encouraging an

ethical culture; acting legally and challenging a failure to do so; and thinking carefully while using applicable quantitative techniques.

Participants judged that decision-making based on these good practices will always be significantly superior to that based simply on consensus, on short term self-interest, on unsubstantiated opinion, or simply following orders without question – behaviours which many believe were at the root cause of the financial crisis.

The study also shows how important an organisation's culture is in creating a positive impact. There is a statistical link between instances of good risk management and a reduction in people's experiences of 'dysfunctional' behaviour. And this is particularly true where ethical behaviour has been actively encouraged rather than just assumed.

In their starkest definition, dysfunctional behaviours often stem from fear or greed. They typically include: allowing personal bias to affect risk decisions; permitting political power battles to influence decisions; excessively weighting the value of beliefs over evidence-backed information; or letting an unbalanced focus on subjectively selected priorities determine outcomes.

While many CEOs and Boards would, no doubt, argue vigorously that such negative traits do not exist or are not endemic within their firms, just fewer than 1% of respondents in the ACCA study believed that dysfunctional behaviours did not happen in their organisation.

However, the results also found no link between the size of an organisation and how often risk management practices were being used. This could help remove some negative stereotypes about small businesses, which may assist small businesses seeking new sources of finance. Contrary to many perceptions, risk management is alive and well in the Small & Medium Enterprise (SME) sector. This then begs the question: are accountants merely instruments of the Chief Executive Officer, using tight budgetary control to

enforce strategy based on nothing more than conviction or are they there to report whatever profit figure the chief executive would like to report, or are they more interested in promoting honesty, objectivity and thoughtful use of evidence?

There is an argument among some commentators that says risk management has been largely ineffectual because companies' internal systems tend to be wholly focused around numbers, while companies are in actual fact people-based. The ACCA study supports this view.

Accountants understand risk. They embrace the norms of risk management and they show overwhelming support for several effective risk management tools. They value the support they provide to decision-makers as a means to help them manage risk. They have a clear view that the contribution of accountants to the culture of decision making should encourage honesty and objectivity, but not baseless conviction, consensus, and advocacy over evidence.

They understand that it is better, from this point of view, to explain a range of possible outcomes from a course of action than to detail just the most likely outcome. This is the essence of risk management. Current guidance and regulation on risk management has been pushing for some time to have risk management more closely integrated within management, while compliance is suggesting that companies do not just simply gather data but also take a more robust approach to its management. Organisations need to be able to identify potential risks so that they can avoid them or limit their impact when they materialise.

Here, accountants have the opportunity to exert a much greater positive influence being persons who understand risk and risk management. They have the capacity to support decision-making by providing counsel on risk management issues. Businesses should not miss this opportunity to embrace the work of accountants.



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ACTT Continues to Impact Quality in Higher Education in the Region

The Accreditation Council of Trinidad and Tobago (ACTT) featured prominently at this year's CANQATE Annual Conference. CANQATE is the Caribbean Area Network for Quality Assurance in Tertiary Education, established in 2004 as a sub-network of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The aims and objectives of CANQATE are to "enable members to share information about the maintenance, evaluation, accreditation and improvement of higher education and to disseminate good practices in the field of Quality Assurance". CANQATE works to promote capacity building in quality assurance practice and to facilitate regional discourses on policy and research in the fields of quality assurance and quality enhancement whilst engaging policy makers, researchers, evaluators, administrators and faculty in professional development.

Members of the Board of Directors and staff of ACTT delivered several seminal papers at the CANQATE Conference, including:

- **Meeting Challenges: Towards Solutions for Financing Tertiary Education for the Caribbean and Small States** by Rodney Amar, Mervyn Extavour, Veena Badrie-Maharaj,

Lennon Ballah-Lashley and Joycelyn Rampersad, Members of the Board of Directors, ACTT.

- **Designing and Developing a National Qualifications Credit Framework for Trinidad and Tobago: Issues and Challenges** by Michael Bradshaw, Executive Director, ACTT.
- **Harmonising Quality Assurance Policy and Practice Among Caribbean Accreditation Bodies** by Dr Ronald Brunton, Director, Qualifications and Recognition, ACTT.
- **Maintaining Quality Standards Across International Borders: A Case for Quality Assurance of Transnational Programmes** by Sharon E. Delochan, Assessment Officer, ACTT.
- **Many islands. Many people. Many languages. Raising 'One Voice' in Assuring Quality in Online and Distance Education** by Marissia Alexander-Wilkinson, Quality Enhancement Officer, ACTT and Kereen McPherson, Senior Quality Assurance Officer, ACTT.

Also representing ACTT was Curtis Floyd, Director Accreditation and Quality Enhancement. Other persons from Trinidad and Tobago that attended the Conference included:

- **Ministry of Tertiary Education and Skills Training (MTEST):**
Mr Nyron Seaton Mr Davin Jagessar
- **College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT):**
Mr Carl Cupid Mr Peggy Lynch
Mr Dale Nandlal Mr Curtis Orr
Mr Doodnath Persad Ms Carla Alonzo
- **The University of the West Indies (UWI) St. Augustine:**
Dr Deborah Ferdinand Dr Eduardo Ali
Dr Cathy-Ann Radix Ms Stacy Richards-Kennedy
- **University of the Southern Caribbean (USC):**
Dr Stephen Pilgrim Ms Gersha Pierre
- **Cipriani College of Labour and Co-operative Studies (CCLCS):**
Ms Petal-Dawn Hinkson Mr Jason Alexander
Mr Lyndon Abdool Mr Ian Daniel
Mr John Sylvester Mr Sheldon Salino
Ms Jiselle Sutherland Ms Loriella Mieres
Ms Dionne Mills
- **Caribbean Accreditation Council of Engineering and Technology (CACET):**
Professor Clement Imbert
- **Langdons Language Institute:**
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Highlights of 2012



Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training (centre) looks on as Dr Michael Dowlath, Chairman, ACTT presents Professor Miguel Carrillo, Executive Director, ALJGSB with the certificate of Institutional Accreditation. Also in photo from left to right are Michael Bradshaw, Executive Director, ACTT, Arthur Lok Jack, Vice Chairman, Board of Directors, ALJGSB and Professor Clement Sankat, Chairman, Board of Directors, ALJGSB and Principal and Pro Vice Chancellor, UWI, St Augustine Campus.



Front Row: Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training (MTEST) centre, left of Minister: Jaggernauth Soom, Permanent Secretary (MTEST); Permanent Secretary, Angela Sinaswee-Gervais, Ministry of Science and Technology; ACTT's Board of Directors and the Institutional Database Project Team at the launch of the Online Institutional Profile Database.



Dr Michal Dowlath, Chairman ACTT presents the President of Nigeria, Goodluck Ebele Azikiwe Jonathan with a promotional package at the National Energy Skills Centre (NESCS) function for trainees from Nigeria.



Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training (MTEST) joined dignitaries and students to officially launch ACTT's Tobago Student Caravan.



Senator, the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training (MTEST); Dr Michael Dowlath, Chairman, ACTT, present the certificate of Institutional Accreditation to Dr Clinton Valley, President, USC. Looking on from left to right are Michael Bradshaw, Executive Director ACTT; Dr Kern Tobias, Chairman, USC and Jaggernauth Soom, Permanent Secretary, MTEST.



ACTT's Celebration of Nationhood Event: Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training, MTEST (middle) in group shot (from l-r) Kenrick Seepersad, Brenda Chin (winner of ACTT's Ideal Citizen Award), Dr Michael Dowlath, Chairman, ACTT, Akeena Gonzales (winner of ACTT's Ideal Citizen Award) and Professor Hollis Chalkdust Liverpool and Michael Bradshaw, Executive Director, ACTT.

Transforming Quality Higher Education In The Caribbean Region

by Eduardo R. Ali, Programme Manager Institutional Effectiveness, UWI St. Augustine

To The University of the West Indies, quality has been traditionally defined as 'fitness-for-purpose' and has been primarily applied in the review and improvement of academic disciplines. What this essentially means is as the Caribbean region's premier higher education institution, there has been overall satisfaction that The UWI's mission has been attained by systematic rigorous evaluation of the quality of undergraduate and postgraduate degree and sub-degree programmes across the region. This measurement of 'fitness for purpose' has provided stakeholder confidence and assurance as well as supported critical improvement through developing and assessing faculty, external academic quality reviews, curriculum renewal activities and both programme and institutional accreditation.

Notwithstanding the fact that the St. Augustine Campus is the first accredited campus at The UWI, many of its professional programmes particularly in engineering and medicine have been accredited by both regional and international professional standards bodies. Accreditation has not only increased UWI's credibility and accountability but supported its international recognition as a tertiary education institution of choice within the region. Apart from academic programme achievements and accolades brought to The UWI by its own quality evaluations and by external accreditors, the St. Augustine Campus has also embraced total quality management in its definition of quality. Thus, the



campus has undertaken to treat with systemic administrative gaps by establishing a system for managing the quality of non-academic operations toward improving and maintaining customer service excellence in alignment with its strategic direction. Its ultimate objective is to reduce systemic problems, increase organisational profitability, enhance operational productivity and improve service efficiency so as to significantly assure customer satisfaction. As outlined in the University's 2012-2017 Strategic Plan, quality in its totality remains The UWI's priority.

As a direct result of this strategic direction, and a reputation as the Caribbean's largest and longest-standing tertiary-level institution, The University of the West Indies continues to be a primary source for teaching, research and expert advice, internationally and throughout the region.

Panel Discussions

TRINIDAD

Theme: Funding Higher Education - A Development Imperative

- Wednesday November 14, 2012
 - Yara Auditorium, Arthur Lok Jack Graduate School of Business, Max Richards Drive Uriah Butler Highway, North West Mt. Hope
 - 5:30 p.m. - 7:30 p.m.
- To RSVP, call 623-2500

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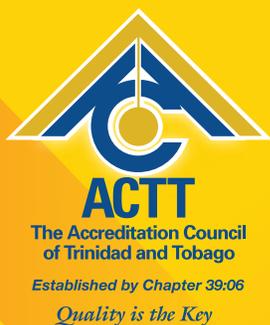
Theme: Funding Higher Education - A Development Imperative

- Friday November 16, 2012
 - The Division of Infrastructure and Public Utilities Building, Old Farm Road, Shauw Park, Tobago
 - 10:00 a.m. - 12:00 p.m.
- To RSVP, call 639-1333

TRINIDAD

Theme: Promoting a Knowledge Economy: A Quality Imperative

- Wednesday November 21, 2012
 - Auditorium, Naparima College, San Fernando
 - 5:00 p.m. - 7:00 p.m.
- To RSVP, call 652-0729





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The Relevance of Prior Learning Assessment and Recognition (PLAR) in Higher Education

by Ronald Brunton, Ph.D, Director Qualifications and Recognition, ACTT and Alisha Ali, Research Assistant, ACTT

According to the Canadian Association for Prior Learning and Assessment, Prior Learning Assessment and Recognition (PLAR) involves the identification, documentation, assessment and recognition of learning that an individual has acquired through various life experiences, including formal and informal study. PLAR typically leads to the award of some form of certification for the purpose of employment or credit awards/exemptions for accessing educational or training programmes.

PLAR embraces the principles of lifelong learning and the upgrading of formal qualifications throughout an individual's life. It acknowledges that learning occurs through a wide variety of styles, methods and contexts, that learning is personal and unique, and that new learning can be integrated into the experience of the learner to form new and creative outcomes. Additionally, PLAR recognises that learning may be acquired through various life experiences, such as professional responsibilities, civic and volunteer experiences, hobbies, travel, training courses, military service, corporate training and independent study.

Higher education institutions in many parts of the world, including the United States of America, Canada, Northern Ireland and the United Kingdom, have been assessing prior learning for over thirty years. In the thrust towards building a knowledge-based and skills-based economy, institutions in Trinidad and Tobago are beginning to recognise the importance of PLAR to the development of the country's human resource. Today's dynamic job market is characterised by a lack of job security and rapid technological advancements that require individuals to constantly re-skill and re-train. In light of this, higher education institutions need to be prepared to incorporate learners who enter their institutions with a wealth of prior learning experiences. Central to any PLAR system is the assessment of the candidate against clear learning outcomes and standards. Assessment of a candidate's knowledge, skills and competencies takes the form of proficiency examinations, portfolio assessment and various other activities should be conducted by relevant faculty and/or practitioners in the field. Credits should only be awarded for learning that has taken place as a

result of experience or formal or informal study and not for the experience itself or the duration of study. PLAR provides many benefits to learners, educational institutions and employers. These include:

- access to higher qualifications by 'non-traditional' learners who may not have had the opportunity to further their studies
- recognition of learning that has occurred outside a formal setting
- progression to programmes of study through credit transfer
- elimination of unnecessary repetition of learning already completed by the candidate
- reduced timeframe to earn a qualification through credit exemptions
- enhanced self-esteem and self-confidence when learning is validated and valued
- opportunities to pinpoint strengths and weaknesses of the learner
- identification of further work required to attain desired qualifications
- rewards and incentives for lifelong learning



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Policy Planning: An Integral Aspect of Quality Management and Quality Assurance in Higher Education

by Kereen McPherson, Senior Quality Assurance Officer, ACTT

The Accreditation Council of Trinidad and Tobago (ACTT) requires local higher education institutions to establish and maintain policies and procedures as part of the Registration process. ACTT recognises the key role that policies play in quality assurance and through its quality enhancement services provides support to institutions in this regard. Policies are established and implemented to share management's commitment to the growth of the organisation as well as clarify what actions are expected of its stakeholders. Policy planning within an organisation can determine the way key performance indicators are measured. Below is a basic outline of a policy.

1.0 Policy Statement:

The Statement will have a format such as 'This policy establishes standards for maintaining resources..... having regards to([name of company]) budgetary allocation of (human, financial ...) resources in order to accomplish..... (eg. company's core values)'.

2.0 Purpose

Statement of why the policy was established.

3.0 Policy Stakeholders:

Identification of all the persons who should observe this policy and follow its procedure.

4.0 Contacts:

Identification of individuals in posts with supervisory responsibilities and their contact details to obtain further information.

5.0 Definitions:

Explanation of words or actions not universally known, or which may have a specific interpretation.

6.0 Exclusions:

List of persons/job classifications that are excluded from the policy. Such persons may have ordinarily been a part of the policy but really have no specific function in this instance. The reason also needs to be given.

7.0 Procedure:

Summarised version of the actions of those personnel involved in the activity.

8.0 Rules:

Guidance on the expected conduct of personnel involved.

9.0 Special Situations:

Contains information about important circumstances that affect only a few people or circumstances that occur infrequently.

10.0 Responsibilities:

Statement of who (job title) is responsible for doing particular actions.

11.0 Change Log:

Identification of the date when changes were made to the policy or procedure, the current revision number of this document, details of the change made and the reason for the change. Usually done in a table.

12.0 Documentation:

List of any documentation referred to within the procedure.

13.0 Forms:

State the forms or records generated within the procedure.

An institution can reap many benefits by establishing and implementing policies which have been approved by the relevant authority. Such an authority may be an institution's Board of Directors.

Policies provide guidance to an institution's stakeholders. Management of institutions understand that regular attendance by students is fundamental to their learning. Students who attend school regularly are more likely to achieve educational success and improve their life and career options. Since management is aware of this, an attendance policy is a basic policy that every institution should have, which outlines how many sessions a student may miss before action is taken. The problem of excessive absenteeism is less likely to arise once students are aware of this policy.

Policies also clearly outline responsibilities for an institution's stakeholders. For example, a policy covering programme approval, monitoring and review will identify who is authorised to grant approval to new programmes, monitor the continuing effectiveness of the curriculum and review the effectiveness of the learning experiences and resources used.

It must be said that policies provide direction to an institution, which is very important in today's rapidly changing higher education environment.

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ACTT Expands its Services to meet the needs of Citizens in San Fernando and Tobago

by Nikisha Daly, Assessment Officer, ACTT and Shoma Rampersad-Clarke, Senior Operations Assistant, ACTT

ACTT opened its South Outreach office at #108 Independence Avenue, San Fernando on Saturday April 28, 2012. This office brings ACTT services closer to residents of South Trinidad from Iacos to Guayaguayare to Couva providing increased efficiency in meeting the needs of all our stakeholders. In June 2012, due to the increased demand for ACTT's services, the Tobago office was expanded and recommissioned in the Tobago Technology Centre, Cannan. ACTT also launched its Tobago Student Caravan. This Caravan moves around the island promoting ACTT's services and the benefits of these services to students, employers, and institutions operating in Tobago. The Caravan provides the physical resources to attend student career fairs and community events.

The opening of these new offices is aligned with Government's commitment to decentralise services and is an important step towards meeting the needs of all those seeking to advance their education through the acquisition of higher education and skills training.

At both offices students can apply for Statements on Recognition. Statements on Recognition are required by students who are seeking financial assistance from the Scholarships Division, Ministry of Public Administration and the Financial Assistance Unit,

Tobago House of Assembly. Additionally, these statements are used by students to confirm whether the institution and programme they are pursuing or plan to pursue is quality assured, whether such institution or programme is local, regional or international. This Statement also serves graduates as it supports their search for employment and their application for a Caribbean Single Market and Economy Skills Certificate. Graduates seeking membership in specialised professional bodies such as medicine and law will also require this service.

The South Office and recommissioned Tobago Office has extended ACTT's services to the growing number of post secondary and tertiary institutions located in South Trinidad and Tobago, giving citizens direct access to technical advice, expertise and training from ACTT. Institutions can visit the South and Tobago offices to discuss their registration status, get advice on possible quality enhancement initiatives, and review their quality management systems with an increased staff of suitably qualified officers of ACTT.

Through these offices, ACTT is also able to more efficiently conduct and monitor institutions located across the country. This ensures that all our citizenry has access to high quality education. Any complaints of poor quality at

institutions will continue to be efficiently and effectively addressed with timely resolution.

It is our goal to take ACTT to all communities throughout Trinidad and Tobago. The expansion of our offices as well as the establishment of our Tobago Student Caravan demonstrate our commitment to increasing opportunities for all to advance through higher education programmes and skills training.



1. Shoma Rampersad-Clarke, Operations Assistant, ACTT Tobago Office, distributes promotional packages at the National Career Fair and Skills Expo hosted by the National Training Agency in Gulf City Mall, Lowlands, Tobago.
2. The Tobago Student Caravan on display.
3. The Honourable Carolyn Seepersad-Bachan, Minister of Public Administration and Member of Parliament for San Fernando West, together with Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training and Dr Michael Dowlat, Chairman, ACTT cut the ribbon to declare the South Outreach Office open.



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Bachelor of Business Administration in Management
Bachelor of Business Administration in Marketing
Bachelor of Business Administration in Human Resource Management
Bachelor of Business Administration in Hospitality and Tourism Management
Bachelor of Science in Economics
Bachelor of Science in Accounting

Graduate Programs

Master of Business Administration
Master of Business Administration in Human Resource Management
Master of Business Administration in Health Care Administration
Master of Business Administration in Economics and Finance
Master of Business Administration in Finance and Accounting
Master of Business Administration in Marketing

SCHOOL OF EDUCATION & HUMAN SCIENCES Undergraduate Programs

Bachelor of Science in Family and Consumer Sciences
Bachelor of Science in Elementary Education
Bachelor of Science in Individualized Major in Educational Service

Graduate Programs

Postgraduate Diploma for Secondary School Teachers
Master of Arts in Curriculum & Instruction
Master of Arts in Educational Psychology
Master of Arts in Educational Administration & Leadership

SCHOOL OF SCIENCE & TECHNOLOGY Undergraduate Programs

Associate of Science in Computer Information Systems
Bachelor of Science in Biology
Bachelor of Science in Computing
Bachelor of Science in Nursing

SCHOOL OF SOCIAL SCIENCES Undergraduate Programs

Bachelor of Science in Behavioural Sciences
Bachelor of Science in Psychology
Bachelor of Science in Social Work
Bachelor of Science in Sociology *not GATE approved **

Graduate Program

Master of Science in Counseling Psychology

SCHOOL OF THEOLOGY & RELIGION Undergraduate Programs

Bachelor of Arts in Theology
Bachelor of Arts in Religion *not GATE approved **

Graduate Program

Master of Arts in Pastoral Theology

SCHOOL OF HUMANITIES Undergraduate Programs

Associate of Arts in Music *not GATE approved **
Bachelor of Arts in English
Bachelor of Arts in History
Bachelor of Science in Social Studies

Graduate Program

Master of Arts in Human Communication

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THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO (ACTT)

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THE NATIONAL RECOGNITION INFORMATION CENTRE (UK NARIC) FOR THE UNITED KINGDOM

presents an

INTERNATIONAL CREDENTIAL AND CV FRAUD WORKSHOP

A 1 day workshop on techniques for detecting counterfeit certificates, fraudulent credentials, curriculum vitae misrepresentation and diploma mills for human resource professionals, academic administrators and fraud detection professionals.



Monika Krzebietke



Elizabeth Evans

FACILITATORS:

Monika Krzebietke is a UK NARIC Training Co-ordinator and credential evaluation expert. She specialises in combating Education Fraud and Region-Specific Verification Techniques.

Elizabeth Evans is a credential evaluation expert and Asian education specialist. She develops and conducts training on education fraud and the changing nature of Asian higher and vocational education.

DATE OF EVENT:

November 23, 2012

LOCATION:

Calyпсо Lounge, Crowne Plaza Hotel, Port of Spain

TIME:

8:00a.m. – 4:00p.m.

REGISTRATION DEADLINE

Friday November 16th, 2012.

FOR FURTHER INFORMATION PLEASE CONTACT:

Sharon Delochan Ext. 230 or Akeena Gonzales Ext. 258

Tel: 623-2500/5282

Fax: 624-5711

Visit our website @ www.actt.org.tt



<http://m.actt.org.tt>

Registration fee:
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ASSOCIATE DEGREES

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ENTRY REQUIREMENTS:

- Three (3) to Five (5) GCE/CXC O' Levels (English & Mathematics compulsory) or
- Craft Level Certificate and at least one (1) to five (5) years' work experience in the industry and successful completion of the Pre-Qualifying Programme.

Part Time application Deadline: August

Full Time application Deadline: March

Visit: www.tthti.edu.tt
for detailed application guideline



A Beneficial Break – Exploring the Introduction of a Reading Week

by Marsha Mc Kay, Operations Assistant, ACTT

It is no secret that part-time students comprise a large proportion of the tertiary student population within Trinidad and Tobago. An ACTT survey (2009), administered to forty-eight (48) institutions, revealed that seventy-nine percent (79) of those enrolled in higher education institutions were part-time students. This population is one with unique needs as they seek to balance academic, professional and family responsibilities. Trinidad and Tobago is therefore presented with an excellent opportunity to address academic performance and achievement levels by developing methods to support part-time students.

One such strategy is the implementation of a reading week. This is a period, generally preceding examinations, when students do not undergo any instruction or evaluation. Students

are given the opportunity to prepare and revise for upcoming examinations. This concept of a reading week has been adopted in the United Kingdom and Canada. Other Commonwealth countries have introduced reading week, however it is referred to as 'revision week'. In Trinidad and Tobago, a number of tertiary institutions have introduced reading week prior to final examinations and in some cases at the mid-semester mark either before or after mid-semester assessments.

Ted Horton, Vice-President of University Affairs, Student Federation, University of Ottawa, stated that a "...reading week has many benefits. It [will] reduce student stress, give more time to prepare for final assignments and exams, increase the retention rates of students, and offer a more balanced semester. It has a direct impact on students and will clearly improve student life."

This statement was made in light of the recent approval by the university in 2011 to implement the mid-semester reading week. Students in Trinidad and Tobago, and in particular, part-time students with their many responsibilities, may also derive similar benefits from such a measure.

A mid-semester reading week does not guarantee that students will improve their grades or even take that time to study. However, if fully embraced by the student population, a reading week has the potential to provide students with the opportunity to engage in study beyond the minimum required course work supporting improved academic performance. The introduction of a reading week at the tertiary level is a viable option to deal with the challenges faced by our tertiary student population within Trinidad and Tobago.

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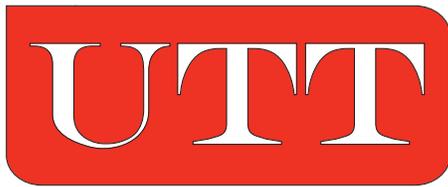
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- > Structural Engineering
- > Construction Engineering and Management

Manufacturing and Design Engineering

Petroleum Engineering

Process Engineering

Utilities Engineering with specialisations in:

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- > Mechanical Engineering
- > Electrical Engineering

→ Diploma - Engineering, Science and Security

Biosciences, Agriculture and Food Technologies

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- DIPLOMA in Agriculture
- DIPLOMA in Agricultural Engineering
- DIPLOMA in Food Technology
- DIPLOMA in Forestry

Information and Communication Technology

- DIPLOMA in Animation Studies
- DIPLOMA in Computer, Network and Telecommunication Engineering
- DIPLOMA in Software Engineering
- DIPLOMA in Visual Communications Design

Maritime

- DIPLOMA in Maritime Operations - Engineering
- DIPLOMA in Maritime Operations - Navigation

Security

- DIPLOMA in Security and Public Safety

National Engineering Technician Diploma: Options

- > Chemical Engineering
- > Civil Engineering
- > Electrical/Electronic Engineering
- > Instrumentation Engineering
- > Mechanical Engineering
- > Petroleum Engineering

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Education, Arts and Sport

- BACHELOR of Education (including Tobago)
- BACHELOR of Fine Arts (BFA) In the Performing Arts with specialisations in:
 - > Music / Caribbean Music / Indian Classical Music
 - > Dance
 - > Acting
 - > Theatre Design & Production

BFA in Fashion Design

Bachelor in Sport Studies

→ Engineering and Science

Biosciences, Agriculture and Food Technologies

- BACHELOR of Science (BSc.) in Crop Science and Technology
- BACHELOR of Science (BSc.) in Animal Science and Technology
- BACHELOR of Science (BSc.) in Food Science and Technology

Maritime

- BSc in Nautical Science (Maritime Operations)

→ Bachelor of Applied Science (B.A.Sc.)

The first level (consisting of 36 credits) of BASc/MEng degrees is common to all students. Degree options are specified by applicants on their Application Form and are only confirmed upon completion of level one.

Biomedical Engineering

Civil Engineering Systems with specialisations in:

- > Environmental Engineering
- > Structural Engineering
- > Construction Engineering and Management

Computer Engineering

Manufacturing and Design Engineering

Petroleum Engineering

Process Engineering

Utilities Engineering with specialisations in:

- > Mechanical Engineering
- > Electrical Engineering

→ Diploma - Arts

Performing Arts

- ARTIST DIPLOMA in Music Performance

Fashion

- DIPLOMA in Fashion Design
- DIPLOMA in Fashion Management

→ Certificate

- CERTIFICATE in Applied Engineering*
- Professional Certificate in ICT for Teachers
- CERTIFICATE in Music Technology
- CERTIFICATE in Indian Classical Music (Sangeet Prathama)
- CERTIFICATE in Pan and Music Literacy
- CERTIFICATE in Process Operations
- CERTIFICATE in Security and Public Safety
- CERTIFICATE in Sport Studies

*One of the Entrance paths to the National Engineering Technician Diploma.

The Ministry of Tertiary Education and Skills Training

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FOR FURTHER INFORMATION:
642-8888 or 223-4888 option 3



www.utt.edu.tt

The Arthur Lok Jack Graduate School of Business

The Arthur Lok Jack Graduate School of Business' (Lok Jack GSB) Motto, *Innovatus Ars Ducendi*, means *Innovating the Art of Leadership*. Its purpose is to educate extraordinary innovative leaders who positively reshape business and society, while constantly challenging the status quo of human development.

The Lok Jack GSB is the Caribbean's leading Business School and offers internationally recognised MBA programmes which are accredited by the Association of MBA's (AMBA) in the UK. The

School was recently recognised on a global scale when it received an AMBA Innovation Award in October 2012. This award distinguishes the Lok Jack GSB as one of the most innovative Business Schools in the world, with particular emphasis on its newly introduced MBA in Sustainable Energy Management programme.

Also accredited by the Accreditation Council of Trinidad and Tobago (ACTT), the Lok Jack GSB has trained and developed more than 20,000 professionals locally, regionally and interna-

tionally and has even gone as far afield as Botswana, Swaziland and the Seychelles. The School has also been listed as one of only three centres of excellence in the Commonwealth. In 2011, the Lok Jack GSB placed 2nd in ACTT's Quality in Tertiary Education (QulTE) Awards in the category: Excellence in Research Capacity.

The Business School offers a variety of services including Postgraduate Studies, Executive Education, Assessment Services, Conferences, four Research Centres, a Commercial Business Incubator, and has international partnerships and affiliations with such schools as Harvard Business School and Florida International University among others.

Some of the Postgraduate programmes offered are:

- *The International MBA (offered in Trinidad, Tobago and Guyana)*
- *The Executive MBA (offered in Trinidad, Tobago and Guyana)*
- *Master of Marketing*
- *Master of Human Resource Management*
- *MSc in International Finance*
- *Master of Small and Medium Enterprise Management (online)*
- *Master of Port and Maritime Management*
- *MBA in Sustainable Energy Management*
- *International Master of Business Development and Innovation*
- *Doctor of Business Administration*

Quality Management

The quality of the programmes and their various components were endorsed by ACTT on March 15, 2011 when the school was awarded the maximum of 7 years accreditation and was the 1st school of business to be accredited.

The Lok Jack GSB is currently revamping its entire Quality Management System (QMS) to suit the strategic changes at the school. The reworking of the QMS seeks to reflect the changes at the school and is also used as a tool to foster a positive culture of collaboration and cooperation. The QMS includes redefining and refining of processes and procedures, clear tracking of quality checkpoints and the collection, analysis and use of institutional data for quality improvements.

The school continues to seek further international accreditation in the pursuit of increased quality and excellence in areas of programme development, teaching and learning, research and faculty development. With some of the best faculty-drawn locally and internationally, world-class facilities, a diverse student population, impressive list of alumni, great networking opportunities and accreditation, the Lok Jack GSB programmes are in high demand, as they offer personal development, financial returns, increased competency, and the programme content takes a practical approach to learning, has e-learning support and contains locally relevant material.

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ASSOCIATE DEGREES | DIPLOMA PROGRAMMES

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- Recreation & Leisure Services**
- Business Management
- Culinary Management
- Hospitality Management
- Tourism Management
- Food & Beverage Management
- Tour Guiding
- Baking & Pastry Arts

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- Bartending
- Computer Literacy
- Housekeeping
- Tour Guiding
- Personal Dining & Etiquette
- Preparing the 30-Minute Meal

PROFESSIONAL DEVELOPMENT PROGRAMMES

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 - Spanish I & II
- Project Management
- Tourism Marketing
- Entrepreneurship

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SCHOLARSHIPS AND ADVANCED TRAINING DIVISION



The Ministry of Public Administration, Scholarships and Advanced Training Division (SATD) is responsible for the award and administration of all government scholarships and long term technical assistance awards offered through the Government of the Republic of Trinidad and Tobago (GoRTT). It is not just necessary to create a highly trained workforce, but also to create the right capacity which can promote innovative thinking and marketable innovations. The SATD partners with other key stakeholders in the tertiary education sector to ensure that tertiary education is a reality for citizens of Trinidad and Tobago.

How to Apply for A Scholarship?



Citizens interested in applying for scholarships can visit our scholarship website at www.scholarships.gov.tt to view what's available now. Interested applicants must apply online. All scholarships are now managed online through the Scholarships and Advanced Training Management Information System (SATIS), an automated management information system that enable us to provide substantially more reliable, efficient and timely services to scholars and other stakeholders. Applications for all scholarships must provide evidence that the academic institutions and programmes of study are recognised by the Accreditation Council of Trinidad and Tobago.

Accreditation as a Scholarships Accountability Standard



Quality Assurance in Higher Education is a foundation for achieving national development. Accreditation can be viewed as a judgement on the quality of a programme delivered by an academic institution.

By confirming that both the academic institution and programme of study of all scholarship applicants are recognised, the Ministry ensures that the knowledge and intellectual capabilities of the scholar, on completion of studies, has met the appropriate international standards required for contributing to national development. With Government expenditure at over 200 million on scholarship programmes annually, the accreditation of academic institutions and programmes of study, is a basic accountability standard which must be met by the Division in the award and administration of scholarships.



It also facilitates placement and employment of scholars in a variety of job opportunities as a means of securing a return on Government's investment. The SATD is therefore committed to achieving Government's strategic priority to build and sustain the human resource capacity within a globalised economy and continues to seek new opportunities for the enhancement of our scholarship programmes through partnerships with various academic institutions whose programmes of study are internationally and locally recognised.

For Further information on Government Scholarships, please check the website at

www.scholarships.gov.tt
call us at 625-6724 ext 2070,2064,2093,2097



Levels 5 National Library Building, Corner Hart and Abercromby Streets,
Port-of-Spain, Trinidad & Tobago West Indies.

Putting Quality First – A Look Beyond Accreditation

by Ruby S. Alleyne Ph.D, Vice-President, Quality Assurance and Institutional Advancement, UTT

The University of Trinidad and Tobago's Accreditation is a Mark of Quality. It is sought after by institutions and demanded by students and other stakeholders to such an extent that it has spawned a multimillion dollar industry in which "accreditation mills" provide the assurance of quality for a fee. These mills are owned and operated by unscrupulous persons and the accreditation they offer is in fact meaningless. Many people the world over are led to believe that as long as it is accredited it is good but efforts are being made to educate the public on the need of ensuring that accreditation is awarded by a competent body that is duly recognised by the State, professional associations and regulatory bodies in the jurisdiction within which it operates. Here in Trinidad and Tobago, the Accreditation Council of Trinidad and Tobago (ACTT) has such recognition and similarly, so do specialised bodies such as the Energy Institute (EI), the Institute of Marine Engineering, Science and Technology (IMarEST) and the Institute of Chemical Engineers (IChemE) of the United Kingdom all of which have accredited UTT's programmes.

Quality, though, is not just about seeking accreditation. While quality standards must be met for accreditation to be obtained and maintained, the Mark of Quality is just an external symbol and must not be viewed as an end in itself. It serves as a symbol of the rigorous internal processes that guarantee that an institution is fulfilling its mission and achieving its goals. Accreditation is therefore a public demonstration of what quality actually means in the context of the institution.

Institutional quality is manifest in the values which we uphold as excellence and in the ways through which we demonstrate these values in our work, in our interactions with others and in the life of the organisation. UTT's Quality Policy communicates how UTT defines excellence and identifies how it will be achieved and measured. In this policy, UTT makes a promise to students as well as internal and external stakeholders to be mission-driven and results oriented. Major goals identified are: (1) to facilitate the development of high-quality, industry-aligned higher education programmes, applied research initiatives and

profitable commercial enterprises in priority areas for national development that are reflected in UTT's mission and (2) to maintain a systematic approach to assessing organisational effectiveness that includes institutional research which produces actionable information and strategies for improvement.

The policy also states that quality would best be achieved by (a) investing in faculty and staff and building partnerships that empower stakeholders to influence the strategic direction of the University and (b) demonstrating continuous commitment to quality by maintaining a robust internal Quality Management System (QMS) that is aligned to internationally accepted standards of excellence.

The key to unleashing the full potential of UTT lies in making the Quality Policy a living document and delivering on the promise that it makes to students, faculty, staff and all other stakeholders. When this is achieved we will be able to claim with a sense of ownership and pride that we have moved beyond accreditation.

The Ministry of Tertiary Education
and Skills Training

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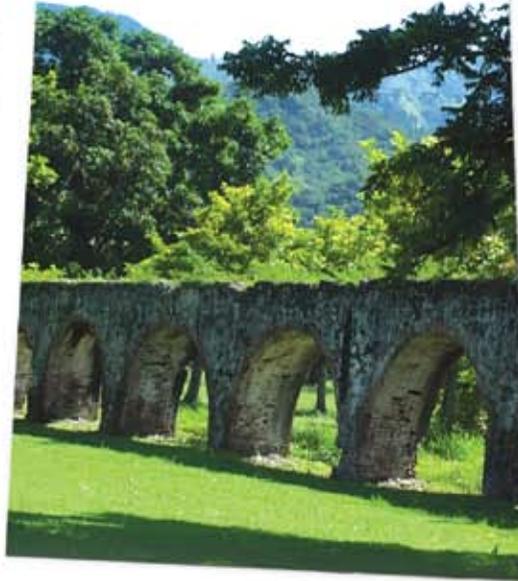
Labour Market Research & Planning | Occupational Standards & Sector Support |
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 Prior Learning Assessment and Recognition (PLAR) | Workforce
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Gender Equality
Governance and Policy-making
HIV/AIDS Prevention and Management
Information and Communication Technology
Justice and Security

Poverty Reduction/Eradication
Public Health
Small Island States
Trade and Sustainable Economic Growth



To explore the potential for partnership with The University of the West Indies, please contact:
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Trinidad & Tobago, West Indies
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Email: marketing.communications@sta.uwi.edu
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Quality is the Key

1st International Conference on Quality Assurance in Higher Education

The Ministry of Tertiary Education
and Skills Training

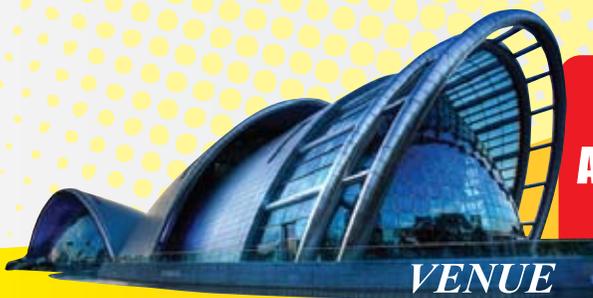
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Theme: *'Quality in Higher Education:
From Best Practice to Next Practice'*

Papers are invited on the strands below: ▼

- Higher Education Offerings and Labour Market Trends
- Information and Communication Technologies (ICT) in Higher Education
- The Student Experience in Higher Education
- Funding Higher Education
- Innovative Teaching, Learning and Assessment Strategies
- Redefining the role of Research in Higher Education
- Ethics and Integrity in Higher Education



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*National Academy for the Performing Arts (NAPA),
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Target Audience

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- Government officials
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- Members of the public

Abstracts of approximately 300 words should be submitted by e-mail in Microsoft Word as an attachment to qaconference@actt.org.tt. Submissions should include the strand(s), title of the paper, along with the names, affiliations, complete mailing addresses, e-mail, fax and phone number of all authors.

Closing date for abstracts: January 18, 2013
Closing date for acceptance of papers: February 18, 2013

For further information on the Conference contact:

Conference Secretariat:

Marsha Vincent

Telephone: 1-(868)-623-1238 • Fax: 1- (868)-624-5711 • E-mail: qaconference@actt.org.tt • Website: www.actt.org.tt



ACTT
The Accreditation Council
of Trinidad and Tobago

Established by Chapter 39:06

Quality is the Key

ACTT's Services

Conferment of Institutional Title

Protected titles such as 'university' or 'college' are granted to institutions by ACTT when the institution has met the requirements to offer the programmes typically offered by institutions bearing these titles.

Specialised Programme Accreditation

Specialised programme accreditation typically applies to programmes where graduates require a license to practice e.g. medicine, engineering, law, teaching and nursing. The programme is evaluated against the standards set by professional bodies in the particular field, as well as ACTT. Specialised programme accreditation is usually a joint activity with registration or institutional accreditation.

Community Outreach

ACTT's Community Outreach programme is an initiative which targets secondary school students and the public to provide information about the quality and recognition of higher education programmes and institutions. Schools or community groups can contact ACTT to schedule a visit by the Student Caravan.

Registration

Registration with ACTT means that an institution has been quality assured and it has met the requirements as set out by ACTT for the delivery of higher education programmes locally. Registration is mandatory for all post secondary and tertiary level institutions operating in Trinidad and Tobago.

Programme Approval

Programme approval is a service provided to post secondary and tertiary level institutions to quality assure locally developed programmes. Programme approval ensures that indigenous programmes are evaluated by experts in the programme disciplines to ensure that these programmes meet set internationally benchmarked standards.

Statement on Recognition

A Statement on Recognition from ACTT provides information on the quality assured status of higher education institutions and programmes. It is a requirement for completing applications for scholarships and financial aid applications from the Government of Trinidad and Tobago as well as articulation from one programme to another between post secondary and tertiary level institutions.

Institutional Accreditation

Whilst it is mandatory for all post secondary and tertiary institutions to be registered, institutional accreditation is a voluntary quality assurance process. Institutions which choose to apply for institutional accreditation are evaluated against criteria set by ACTT. These evaluations are comparable to international standards in higher education.

Equivalence Assessment

An Equivalence Assessment is an evaluation of a foreign qualification to determine its comparative level and value relative to a similar qualification awarded by an institution in Trinidad and Tobago.

Recognition of Transnational Programmes and Foreign Awarding Bodies/Institutions

Transnational programmes are those that originate in one country and are delivered in another. In Trinidad and Tobago, transnational programmes must either be individually quality assured or recognised through a quality assurance process applied to the operations of the foreign awarding body/institution.



For more information
visit www.actt.org.tt

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